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COMMON GROUND

APRIL, 1920

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RALPH P. IRELAND, EDITOR

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COMMON GROUND

VOLUME 1, NO. 13 APRIL, 1920

LEGISLATIVE PROGRAM FOR 1920

The Legislative Committee of the Federation has a very definite program for the year 1920. The measures which have been presented to the General Court may be classed as progressive yet conservative.

There has been a feeling among a large number of the officers and members of the Federation that the Tenure Law (Chapter 714, Acts of 1914) was lacking in many essential features. Some have even regarded the Act as being of no value so far as making a teacher's tenure permanent, but it was the best law that could be secured at the time of its passage, and, in general, was a step in the right direction.

There are certain fundamental considerations in every tenure act, whether for teachers or other employees; first, there should be a sufficient probationary period, long enough to show whether the teacher is of the kind that relies on bluff, or whether he is going to grow and give good service; second, the honest, loyal, efficient teacher should be safeguarded against personal pique and narrow prejudice; third, such a teacher should have a chance to present his side in any controversy, so that the whole truth may be known; fourth, he should have a definite statement of his real or imagined shortcomings; fifth, School Boards should not be tied so that they can't get rid of a teacher who has become a detriment to the system, as well as to the profession.

The first consideration is amply provided for in the law, and the period of three years' service before permanent tenure is allowed appears to be fair and equitable. As a teacher cannot be dismissed except by a two-thirds vote of the school committee, after a thirty-day notice, it would also seem that the law covers, adequately, consideration number two. However, in the case of a committee consisting of only three members, a two-thirds vote is simply a majority. This is a point open to criticism, but no change in the Law has been suggested. The present Act is weak in reference to consideration number three, and our request to the General Court is to amend the Law so that the employed party may, at his request, have the benefit of a hearing. This, coupled with the proposed amendment to require the school committee to put in writing their reasons for a consideration of dismissal, should mitigate decisively in the teacher's favor, and against a snap judgment and decision. These two points seem to be the crux of the whole matter. A written statement must pass muster with the public, and a

hearing will bring out the weakness or strength of a case against the teacher. Consideration number five is so obvious that it needs little discussion. The Federation has not, and will not, take any position that will lower the dignity of the profession, or the standard of the schools, and any teacher who is simply holding a job, giving little of her hand and head, and less of her heart, should receive little consideration from us. One of the arguments against tenure that has to be combated is, that many teachers, as soon as they have passed the three years' probationary period, and been given tenure, begin to "slip back," "lie down on the job," "rely on pull." Unfortunately there is such a class, and no law should make them immune from the just deserts of poor work, slack professional ethics, or lazy endeavor.

If the superintendent of schools is to have the nomination of teachers, if he is the executive officer of the Board, he should be left absolutely untrammeled to give his estimate of every teacher's case, and we have asked that the Law be amended so that the superintendent shall give his recommendations to the school committee in writing, and that a copy be furnished the teacher. At the hearing on February 17 this was the only point that met with opposition. It was thought that these recommendations should be the property of the Board solely.

The amendments asked for in the Tenure Act, summarized concisely are as follows,—

First, That recess periods, as well as vacation periods, be excluded in computing the thirty days' notice previous to date for considering the dismissal of a teacher.

Second, The notice to be in writing, also the statement of reasons for a consideration of dismissal to be in writing, a copy to be furnished the teacher.

Third, If requested, the teacher shall be entitled to a hearing before the school committee.

Fourth, The recommendations of the superintendent shall be in writing, a copy to be furnished the teacher.

Fifth, Superintendents of District Unions shall not be exempt from giving their recommendations as provided in number four.

Sixth, That nothing in the Tenure Act shall be construed as affecting the retirement of a teacher under the State Retirement Law.

Another bill filed by the Federation would provide certain changes in the allowances for teachers who are to be retired under the provisions of Chapter 832, Acts of 1913, and relates to teachers who were in service prior to July 1, 1914, and who have joined the Retirement Association. The changes asked for may be briefly stated as follows,—

First, In computing the pension allowance of such teachers, the interest rate shall be raised from three per cent to four per cent.

Second, The allowance to be based on the average salary for the five years immediately preceding retirement, and not on the average salary for fifteen

years, as required at present.

As salaries have recently increased materially, this change would be decidedly advantageous to the retiring teacher.

Third, The retiring allowance shall be not less than $500, instead of $300 minimum, as provided in the original Act.

This is surely small enough when the recent changes in economic conditions are considered, and the State can ill afford to allow a teacher who has practically given her life to the service of the public schools, to be retired on a less amount.

Fourth, Salary for the preceding five years of service shall be what the teacher would have received without any deductions for sickness or leave of absence. He must, however, complete five years of continuous service previous to being retired.

Fifth, If the teacher is eligible to retire at sixty, the five years' continuous service will not be required thereafter.

Two other bills have been filed by the Normal Teachers' Association, one providing that such members of their Association (now affiliated with the Federation) as wish, may, under certain conditions, be changed from the Normal School Teachers' Retirement Association to membership in the Teachers' Retirement Association; the other would make it possible for a teacher who has not attained to the age of sixty, but has had thirty years' service in the Commonwealth, to be retired under the same conditions as if he had reached that age.

A bill presented by William C. Hill, of Springfield, and indorsed by the Federation, would make legal the granting to a teacher, under the rules of each individual school committee, a leave of absence, with pay, for the purpose of professional improvement, by study or travel. The import of such a measure would be to establish, legally, the Sabbatical year now granted by some municipalities in the Commonwealth, and provide a ground for obtaining similar grants in other cities and towns.

The fourth Federation measure would aim to make parents and guardians civilly co-responsible for the acts committed by their minor children, or wards, to the amount of $50. This movement seemed so logical, and met with so much public favor, that those in charge of the measure were very sanguine of its success, but the Judiciary Committee evidently thought otherwise, for they referred it to the next General Court.

This is our program. What the legislators will do is problematical, but we feel that our requests are moderate and consistent, and should receive consideration.

FRED A. PITCHER,
Chairman Committee on Legislation.

NOTES ON ABOVE

A public school in Lynn had to close for three days because the law forbids the janitor of any schoolhouse to work overtime, even in below-zero weather. But you never heard of any law forbidding a school teacher to work overtime, did you? —*Holyoke Transcript.*

CONFERENCE OF PRESIDENTS

The regular annual conference of the presidents of local associations was held at River Bank on Saturday, March 20. In spite of the weather, not less than seventy-five people were present. It is to be noted in this meeting, as in others, that many people who are near by are deterred by circumstances or inclement weather, while those who have the farthest to come are present. Thus, Williamstown, North Adams, Pittsfield, Springfield, and Holyoke were represented, some by two or more people. This means a two-days' trip and considerable expense, but we usually find these places represented at this conference.

Miss McSkimmon was in the chair, and opened the meeting with one of her characteristic addresses. That is the only way by which it can be described. Those who have had the privilege of listening to her will know exactly what is meant. She held before us the duty of being proud of our profession at all times. She spoke interestingly of facts which she had picked up during a recent trip to a meeting in Maine, where although Superintendent Thomas reported that five hundred of his schools were closed, he thought a movement was under way to secure a fair number of recruits for the work of teaching.

One unique feature of the Maine system was alluded to. It appears that there are in the employ of the State of Maine one hundred persons, more or less, who are designated as "helping teachers." They are not called supervisors nor inspectors nor examiners, but "helping teachers," and their work appears to be just what their name indicates. We felt that we should congratulate the State of Maine upon the possession of such a body of workers.

Miss McSkimmon spoke eloquently of the duty of inducing the very best of our young people to prepare themselves for teaching by the proper courses in colleges and normal schools. She also gave us some idea of how the commission recently appointed by Governor Coolidge proposes to study the condition of teachers, and urged us to send in promptly all data and statistics that may be asked.

Following this, a large number of presidents were called upon for an account of the activities of their associations. A full report of their remarks is of course out of the question. We can touch only some of the high spots. As usual, almost every association is conducting the best form of lecture and entertainment that is enjoyed by the people of the several communities. One association had the courage to pay an artist $1,200, to hold a performance on a blizzard night, and still had the skill to make money. Several associations have given plays and opera; Beverly, for instance, presenting the old favorite "Pinafore." Associations have conducted a very great variety of classes for the benefit of their own members. Thus, Somerville has had classes in dancing and in parliamentary law. Spring-

field has added to this swimming and gymnasium classes. Holyoke appears to have touched a high line in the matter of classes, conducting no less than twenty industrial classes, some for their own members and some for the citizens of that city, reaching out also to the foreign-born people.

Several associations are thriftily laying by a benefit fund for sick or otherwise unfortunate members. Fall River. Gloucester, and others are studying the subject of group insurance. In one way and another, all associations appear to be feeling the responsibility of some sort of care over their own members in time of need.

Lowell, as usual, is one of the most active associations. The most striking point is the fact that it seems to be in complete control of the moving-picture situation, having the support of local authorities, films being put on and cut or taken off by the managers at the suggestion of the Teachers Association.

The movement to engage in various forms of civic service seems to be on the increase. Some associations have always reported more or less of this work. Holyoke has been instanced above. Springfield appeared to emphasize this form of activity, taking care of welfare work, carrying on the "stay in school" propaganda, and co-operating with other charitable and civic societies.

One pleasing feature mentioned by several associations, which would follow naturally from the above report, is that the communities themselves are more and more recognizing the Teachers Association as a valuable institution. In line with this, several associations are taking one or more memberships in the local boards of trade or chambers of commerce.

Of course every representative present made some allusion to salary matters. Most of them spoke briefly, as the activities were largely in the fall and early winter. In some cases the movement is still on,—as, for example, Chelsea; and others are looking ahead to renewed activity in the spring. The reports of conditions varied extremely. On the one hand, the Beverly and Brockton associations did almost nothing, having confidence that the authorities would do what was best as far as the circumstances warranted,—a belief which seemed to be justified by results. Some places (as, for example, Cambridge, Gloucester, and Worcester) felt obliged to raise a large fund to be expended in securing the services of expert counsel, in advertising in the newspapers, sending out circulars, and in general carrying on the work of propaganda. The Fall River teachers were given a chance to discuss and vote on the acceptability of a scheme for "merit increase," and by a most decisive majority turned it down. New Bedford presents, perhaps, as good an example as any of the intelligent co-operative study of the situation by teachers, superintendent, and committee, and seems about as well advanced on an intelligent program

for a salary schedule as any place on the list.

The above comments do not constitute one tenth of the interesting points of the meeting. One must be present at these meetings to realize the swing and enthusiasm that comes from them. Those of us who were there this time felt as never before that the Federation had made good. Almost every city in the State is now affiliated and there is a steady procession of the towns. Some newcomers were noticeable, —for example, the Boston Sub-Masters Club, a large and influential association of men. The Normal School Teachers Association was represented by Mr. Pitman of the Salem Normal School, who spoke strongly in favor of the new and vital work for the Federation. It was the most inspiring meeting the Federation has ever conducted.

WHAT IS YOUR CLUB DOING?

A cry for help, as urgent and perhaps as necessary as the ancient one from Macedonia, comes this month from state headquarters to the local associations. It is not a call for further adjustment of salaries, desirable as that might be, neither is it an appeal for the dissemination of professional propaganda,—our Federation organ takes care of that. It is a summons to more effective service in the various communities where the individual associations exist, and has a two-fold purpose, the strengthening of the Federation, through the invigorating of its separate units, and the transforming of the local clubs into centers of professional and civic inspiration and interest, with a general broadening of the scope of the association activities, for the benefit and uplift of each particular member.

Such a program is already in operation in some localities, where regular club meetings, at least one each month, have been found necessary to keep in touch with the advancing interests of civic and professional life, so often vital to the teacher's standing and frequently to his own personal welfare. These clubs are active in obtaining the best pictures for our boys and girls to see; they have representatives on every committee connected with community well-being; they stand for efficient leadership in every worthy and essential movement; and, moreover, they seek to ferret out and to use every dormant faculty within their own membership, that each may contribute something of himself toward the benefits accruing to all.

The clubs with definite, pre-arranged programs, meeting regularly on scheduled dates, have unquestionable advantages over those whose assembling is more or less spasmodic. If for no other purpose, meetings are worth while in affording an open forum for general discussion and enlightenment. What do you know about the Censorship Bill, the Physical Education Bill, the Tenure Law, the Parents' Bill, the Pension Law? —all of vital concern to us. Have you heard what Professor Chamberlain said about the cause of unrest among teachers, or Ralph Taylor's

statement regarding the deadly effect of the "Ations,"—examinations, administration, statistication, etc.? Do you know there was a conference on Teacher Shortage at Boston University February 7? Do you know anything about individual bargaining, the New Mexico Plan, a legal adviser for the Federation, etc.?

If not, why?

If your club is affiliated with the state organization, information has been furnished on all these points and on many others, all of which afford excellent material for the conduct of periodic meetings of every local association in the State.

Some have set the example. Shall we not seek to profit by it, repudiating the designation "a weak link," by welding each part into a reliable, self-sustaining unit?

C. Frances Day.

NEWBURYPORT TEACHERS WIN

It will be recalled that Newburyport teachers brought suit last year for salaries withheld on account of absences. These absences, it should be understood, were due to illness and no substitutes were furnished, the classes being cared for by other teachers in addition to their regular work. It is reported that these deductions were not made by the school authorities, but by the city auditor upon advice of the city solicitor. There were twelve teachers affected and the amount involved was $277.91, the salary for 66½ days. Suit was brought by Mr. Eugene Averell, principal of the Albert Currier School, to whom the other teachers assigned their claims.

The suit was heard before Judge Philip H. O'Connell of the Superior Court, then sitting at Salem, who decided in favor of the plaintiff.

This decision, if upheld by the Supreme Court, to which it has been appealed, is of great importance to teachers. The legal point in itself is worth much; then, in addition, we have the example of an organized group of teachers standing together for a principle. All honor to Mr. Averell and the Newburyport teachers!

SOMERVILLE SCHOOL COMMITTEE

Somerville schools and teachers are fortunate in having three teachers as members of the school committee.

Mr. Frank M. Hawes was, until recently, a teacher in the Somerville High School and has had thirty-nine years in the schoolroom.

Mr. Walter I. Chapman is well known to Federation members. In 1913 he was chairman of the legislative committee which drafted the present retirement law and secured its passage. He has served the Federation faithfully as vice-president and is now a director. He is now teaching in Boston.

Miss Minnie Turner, the third teacher member, was for several years a grade teacher in Somerville and has served as a director in the Federation.

Our congratulations to Somerville teachers.

WHAT WILL YOU DO ABOUT IT?

Is it expedient that the Massachusetts Teachers Federation employ a paid representative, whose duty shall be to safeguard the rights of teachers and insure a more democratic administration of our schools? This question has become so insistent that the time is near when a definite answer must be given to it.

There are three ways of approaching this question. First, Do the teachers of Massachusetts need the services of a skilled attorney, whose business shall be to give legal advice in cases where trouble arises between school boards and teachers? Large business concerns and organized workers generally retain the services of lawyers to whom legal questions are referred. In the teaching profession, misunderstandings frequently arise between school boards and teachers over questions of salary, of tenure of office, and of discipline. Would it give dignity to the teaching profession and safeguard the well-being of the community as well as the rights of teachers, if the Federation employed a lawyer to inquire into the cause of trouble arising between local authorities and teachers and to bring about a just settlement.

Second, Shall the Federation employ a teacher of recognized ability and integrity to visit the towns and cities of the State to collect data concerning the qualifications of teachers for their work, the salaries and living conditions of teachers, the conditions of school buildings, the courses of study used, and the general efficiency of schools and teachers in their relation to the community life?

Third, Would it be for the interest of the teachers and the schools of the State, if a member of the Federation were paid a definite salary to visit the towns and cities of the State to arouse enthusiasm in the work of teachers' associations to form such associations where none exist; and especially in rural districts to unite the teachers of the nearby towns into one general association, such association to hold a certain number of meetings during the year? It should be the duty of the representative of the Federation to present to the teachers' associations of the State the large questions of education discussed in the committee meetings of the Federation, about which teachers in general know little.

In considering these questions, it is interesting to note that at a recent meeting of the State Teachers' Association of New Mexico, it was voted to raise the money to pay the salary and traveling expenses of a man who should visit every county and city board of education in the State to present the program of the teachers for better salaries; all to be done in accordance with democratic principles, but in a way to indicate that an organized body of 3,000 New Mexico teachers is behind it.

Is this action taken by the teachers of New Mexico a step in the right direction? If so, what action will the teachers of Massachusetts take?

ELIZABETH FRANCES INGRAM.

TEACHERS' HOMES

To many teachers, next to salary the most important problem is to find a place to live. This problem has not been considered in any large way by many communities or by many organized groups of teachers. There are plenty of agencies that will aid a teacher in securing a position, but there is very little organized effort to help her in obtaining a home during the school year. To be sure, Dr. Claxton has attacked this problem so far as the rural school is concerned. It is understood that in some sections of the South and West quite a number of municipally-owned teachers' homes are provided, but this, as noted above, applies almost exclusively to rural schools.

Dr. C. E. McCorkle, Superintendent of Schools, Kenmore, Ohio, advances a doctrine and vigorously supports it, both by his action and by articles in various school journals, that it is as truly the duty of a municipality to look after the housing conditions of its teachers as it is to provide schoolhouses. He cites the fact that almost every large industry takes some interest in this matter, providing dining halls and cafeterias run at cost (and in some cases dormitories), rents houses and apartments, and in a fairly large number of cases organizes building associations to the end that its employees may be properly housed; and not only housed in a physical sense but provided with fairly good home conditions. Applying this idea to the school business, he has attacked the problem from two angles; first, placing the matter on a business basis, the school board at Kenmore, Ohio, outlined a course of action. A campaign was carried on, previous to the opening of the schools, with the idea of providing satisfactory homes for the teachers. The citizens responded very generously and the doors of some of the best homes were opened to the teachers on a patriotic basis. The teachers paid only two or three dollars a week for their rooms and there are at present several rooms on the waiting list. Secondly, the school board furnished a dining hall and equipment in connection with the high school and the teachers organized a dining club, which was conducted by themselves. It is understood to be a thorough success, the expense for board averaging under four dollars a week last year.

In one place and another there have been cases where congenial school teachers have united to provide themselves with good home conditions. It is said that for several years the teachers of Sharon, Mass., carried on such an association, with a fairly satisfactory degree of success.

It cannot be said at this time that the doctrine that the municipality is under the same obligation to provide its teachers with homes as it is to provide school buildings in which to teach is completely established. Neither the teachers nor the school authorities at this time are agreed upon this point. Nevertheless, it is a matter which should be considered, for it is a fact that a large percentage of our public school teachers, more per-

haps in high schools than in elementary schools, find it rather difficult to secure even tolerable housing conditions, saying nothing of the matter of a congenial home atmosphere. May it not be in many cases one of the elements which determine whether a teacher shall remain in her position or go elsewhere, or even leave the work altogether? Is it not a fact that the present unsatisfactory way of securing board and lodging hinders many teachers from being properly known in town or from making the right acquaintances? Would not guaranteeing a congenial home atmosphere, at a much less cost than is paid at present for unsatisfactory conditions, influence many persons of a superior quality to enter the profession?

THE SALARY PROBLEM AGAIN

Facts are being brought almost daily into the limelight of the press that emphasize the seriousness of the teacher shortage. It is disturbing to any school board member or superintendent to read that eighteen hundred teachers in New York City resigned last year to enter other occupations, to note that hundreds of rural schools are being closed in many of the States because the teachers are not to be found, and to learn of the low attendance in university schools of education and normal schools, despite the great increase in enrolments in all higher schools.

At the risk of becoming eternally tiresome, it must be repeated here that school boards must face the salary problem fearlessly and strain every resource to grant teachers and principals the well-deserved increases in pay which they ask. It is idle to hope that the present shortage in production of necessities and luxuries will be overcome in a year or two, and that the certain decline in business will re-establish the equilibrium of supply of teachers. The men, and especially the women, who leave the classroom for business or industrial occupations, are lost for all time to the cause of education and the damage due to unprepared and inferior teachers will reflect itself in the entire rising generation. The present teachers must be held no matter how high tax limits are raised and public funds depleted.

The schools as a public institution must be able to compete for their staffs with the professions and industries. Unless we are ready to say that education is of minor concern, the schools must pay the teacher as much as is paid by the merchant and the manufacturer to the operative, the salesman, the stenographer; the teacher's income must measure up with that of the lawyer, the doctor, and the architect. It is time that the idle talk of a living wage for the teacher be stopped. Her very work entitles her to more than that. It entitles her to an amount in proportion to her preparation, ability, and experience and in direct relation to her service to the community.—*School Board Journal.*

LET THE SCHOOLS ALONE

School children all over the land are asked by the War Departmen to write competitive essays on the question, "What are the Benefits of an Enlistment in the United States Army?" This contest is open to all pupils from the kindergarten to the high school.

There is room for a difference of opinion as to the value of this competition for promoting patriotism and enlistments in the army. There may, perhaps, be room for two opinions as to using the schools for propaganda purposes, however laudable the object to be promoted. Finally, there can hardly be two opinions as to the need of protecting already overworked teachers and pupils from the intrusion of outside influences, public or private, demanding time and attention for matters not immediately related to already crowded curricula. The young should have their attention judiciously turned to public questions within their understanding, but if all the school children of the land can be called from their regular studies and asked to give many hours to preparing and writing essays upon enlistment in the army, why should not like privilege of intrusion upon the schools be accorded to other matters of high public concern? Why not also socialism, anarchism, free trade, what you will?—*Boston Herald.*

A valuable Report on Teachers' Councils, price six cents each, may be obtained by addressing the Secretary, 238 Elm St., Somerville 44, Mass.

THE FOURTH PLANK

One of the projects for which the Federation has declared in the fourth Plank of its Platform is,—A more democratic control of the schools in (a) Making rules for the conduct of the schools. (b) Choosing the textbooks. (c) Arranging the courses of study.

The method by which this plank will be carried out seems to be through the organization of Teachers' Councils which a recent *N. E. A. Bulletin* refers to as "sweeping the country."

If these councils are to function with a high degree of efficiency, it is obvious that the members must be as free to criticize the school committee or superintendent as these latter officials have been to criticize the teachers, and this result can only be brought about by a very much more complete and detailed tenure law than the one we have at present.

If communities are going to ask teachers, through councils, to give their expert professional advice, the first step in this arrangement should be the granting of a tenure that will be a shield of defense when the teacher is attacked by sinister politics.

No more important project confronts the Federation therefore than tenure, not only because it is one of the real emoluments that will tend to make teaching worth while and be the means of attracting worthy young people to the profession, but also because it is needed for the good of the educational system as a whole.

Common Ground

VOL. I APRIL, 1920 NO. 13

RALPH P. IRELAND, *Editor*

PLATFORM

The Federation pledges itself to work for—

1. Equitable salaries for teachers.
   (Minimum wage law enacted May 10, 1918.)
2. The enactment of a retirement law.
   (Approved June 19, 1913.)
3. The enactment of a tenure law.
   (Approved June 29, 1914.)
4. A more democratic control of the schools in—
   (a) Making rules for the conduct of the schools.
   (b) Choosing the textbooks.
   (c) Arranging the courses of study.
5. Vocational education, including agricultural education.
6. The appointment of a teacher as a member of the State Board of Education. (*Appointed*, 1918.)
   (The act making such an appointment mandatory approved, 1919.)
7. The establishment by the State of a Normal Music School.
8. Clear and uniform reports of school expenditures.
9. The use of their limited elective franchise by women teachers.
10. The passage of the mill-tax law.
    (State-aid law approved, July 24, 1919.)
11. The enactment of a disability law.
    (Approved May 9, 1917.)
12. State and national prohibition.
    (Federal amendment ratified by the Legislature, April, 1918.)

TENURE

Consideration of the subject of tenure by teachers is of comparatively recent date. In 1913 the Federation took up this matter in connection with pension legislation, for it was obvious that without tenure rights some teachers might be retired before the age when they would be eligible for the pension. They would be too old to obtain new positions comparable to those they formerly held, and therefore would lose an equity to which they would seem to be entitled because of their many years of faithful service.

The bill introduced in 1913 was modeled upon the New Jersey law. The Committee on Education at first refused to report the bill, but our friends in the House induced the committee to change its mind. The bill passed the House, the Senate, was vetoed by the Governor, passed the House over the Governor's veto, and was lost in the Senate.

In 1914 the Federation again took up this subject through its Committee on Legislation, and authorized a subcommitttee to make a new draft of a tenure law. The committee presented a bill which would establish the right of school committees and teachers to make contracts which would be of three different kinds,—first, a temporary service without tenure rights; second, limited tenure; and third, permanent tenure. A copy of this bill may be found in *Common Ground* for April, 1916. The Committee on Legislation decided not to introduce this bill in the Legislature, and instead indorsed a bill brought forward

by the State Board of Education.

The activity and success of the Federation in promoting the subject of tenure in 1913 had aroused the interest of the State Board of Education, and its bill, "Relative to the Tenure of Office of Teachers and Superintendents of Public Schools," became law June 29, 1914, and is known as Chapter 714. The word "tenure" does not appear in the context of the law, and it has not prevented the injustices which were foreseen in 1913. The name used for the law was misleading. Possibly it should have been called a dismissal law, for it provides for the dismissal of teachers,—thirty days after notice.

The law contains no provision for a hearing, and permits committees to act upon ex-parte evidence.

One of the most recent examples of tenure abuse, which was given much publicity by the press, was the case of Miss Nellie Duffey, of Hopkinton. The sequel to this episode was her reinstatement by the new school committee, which was elected last month.

A principal and an elderly sewing supervisor were dismissed last season, and other cases, for which there is not space in this article, have come to the notice of the officers of the Federation.

Teachers have come to realize that their tenure is very precarious,—that it depends more upon the good will of a changing employer than upon the solid foundation of law.

ERNST MAKECHNIE.

THE WRONG WAY TO RELIEVE THE SHORTAGE

In various ways the public is slowly bestirring itself to consider the present shortage of teachers and the possibly greater shortage in the near future. It is not doing this particularly from the teachers' point of view or from the point of view of securing the best education, but it is realizing that some way or other these schools must be "kept running." Only here and there is it fully recognized that the true way to solve the problem—the only way—is to give the present corps of teachers a square deal.

Various abortive and ill-considered movements are to be looked for. Some of these are already getting started. One is the deplorable one of instituting a so-called normal class in the last year of high school, thus bringing in hundreds of persons who lack two or three years of preparation, if nothing else. In Ohio, and possibly in some other States, so-called "teachers' weeks" are in progress. The reports of these are rather fragmentary, but it would seem that the intention is to employ what is sometimes termed "revival methods" for securing teachers. The public is to be excited day after day, for as many hours a day as possible, by the fact that there are not teachers enough. One can readily fancy that very many young people, who previously have had no thought of teaching and with no particular aptitude for the work, are going to be influenced to enter normal schools and training classes

as a result of the prevailing excitement. Something of the same influence will have its effect upon men who will make some preparation for administrative positions. This will increase the numbers certainly, but what will be the effect? Is it not axiomatic that a very large percentage of these persons who are so influenced will be persons of weak individuality and little originality of thought? Put briefly, the quality will be poor. Secondly, does it not follow that these persons, having little initiative, will attach themselves very closely to some official or institution and expect to be placed in service solely on the ground of having followed a course or taken such and such a degree? Again, it will prove that a great many persons will be placed, particularly in large systems, who could not stand alone for a single day in a rural school. Does it not follow, thirdly, that very many of these, even with all the supervision possible and all the support of large systems, will realize that they are misfits and do such poor work as to bring further discredit upon the profession, or leave the work altogether, and the question of adequate supply will remain unanswered?

Other poorly considered and wrongly directed movements are to be looked for and teachers should be on their guard. They should stand firmly upon the ground that the only right way to provide an adequate supply of teachers is to guarantee to the present force a square deal, in teaching conditions as well as in salary.

TEACHERS' COUNCILS

Dr. Claxton has written of teachers' councils in his latest report, under the heading "An Administrative Problem." The views therein expressed are sound and reasonable, as the following quotations will testify.

"In the nature of things only a few teachers can be acquainted with the members of the school board and with the superintendent, and these are not always representative of the teaching body. Certainly they are not so considered by the teachers unless they were chosen by the teachers to represent them. . . . It is difficult for the school board to know what teachers to consult. The only democratic way is to consult them all."

"What right, it is asked, have teachers to ask to be consulted? . . . It is replied that no right is taken from the board, for its province is to legislate, and it should do so with all the light available. No right of the superintendent is abrogated, for he, too, should make his recommendations only upon the fullest information possible."

"It is generally recognized that the function of the council should be: to secure active and effective direction of the schools by affording the largest opportunities for initiative on the part of teachers in the formation of courses of study and in the selection of textbooks."

"Wise school boards and supeintendents should, however, utilize the first-hand knowledge that teachers have of school conditions."—*Boston Teachers News Letter.*

NEW JERSEY'S SUCCESS

The teachers of New Jersey, in their state-wide campaign for higher salaries, subscribed $12,000 besides paying their dues in the State Association. Paterson makes the minimum $1,200, to begin July 1, 1920. The teachers will receive $240 bonus before the $1,200 salary goes into effect. Practically every city in the State has done something worth while. It looks as though the Legislature would require all cities and school districts to have a $1,200 minimum salary.—*Journal of Education, Feb.* 19, 1920.

SICK TEACHERS TO RECEIVE PAY DURING ILLNESS

A state policy of forty years' standing was reversed a few weeks ago, when Will C. Wood, State Superintendent of Public Instruction of California, ruled that teachers shall be allowed pay during "reasonable absence" from duty on account of illness. Superintendent Wood defined "reasonable" absence as not to exceed ten days during a school year.

It has been the custom in the past —except in a few of the larger California cities—to make deductions from a teacher's salary warrant for each day's absence, no matter from what cause. The ruling by Wood was made in a letter to Mrs. Belle Smyth-Grini, Superintendent of Schools for Merced County, who asked if deductions should be made from the salary of teachers absent from county institutes on account of illness.

REASONABLE PROPOSALS

The following is a quotation from the proceedings of the national meeting of the American Federation of Teachers. It is not given here as an argument for or against the question of teachers forming unions and affiliating with the American Federation of Labor. It is presented strictly as interesting matter, and each reader will determine whether it truly represents present conditions and whether the ideals pointed out are in accordance with his views.

"We desire to point out to the public that there is large room for reform in school affairs apart from the matter of pay. Some progress has been made by the organization of teachers' councils toward correcting this spirit-quelling system of dictation from above. Yet even this measure of reform is confined to a few cities, and is so recent as to seem a daring innovation.

"The truth which the American people must learn if public education is to be saved is that they have allowed the control of their schools to escape from the public and to fall into the hands of special groups in the community. These groups are sometimes political but much oftener financial. Their interest in the schools is that they shall not cost more than these interests are willing to have them cost, or that they may be used to repay political henchmen. As long as this condition exists the schools cannot perform their true function in an effective

way. The only safe place to keep the interest of all is in the hands of all. That means that school boards should be elective and subject to recall.

"To remedy these conditions the American Federation of Teachers offers the following proposals:

"(1) That there be established a minimum salary of $2,000 for teachers.

"(2) That there be teacher-members of all boards of education, because none other has the first-hand knowledge of the needs of the pupils and of the teachers.

"(3) That there be a council of teachers in each town or city elected by the body of teachers with legally recognized right to initiate and participate in the determination of policies.

"(4) That there be a teachers' council in each school.

"(5) That the school become in spirit and actuality a part of the community, co-operating with civic organizations, not only in affording places for public meetings, but also by providing in the course of study the means of becoming acquainted with the economic environment of human beings. To this end the American Federation of Teachers strongly urges upon educational authorities the introduction of instruction in industrial history. This should lead to a clearer understanding of our social conditions and institutions on the part of the public than now exists. A course for high schools should include a minimum of one year of civics and economics and one year of American history.

"(6) That high standards be maintained in all normal and other training schools for teachers, and that all appointments of teachers be made probationary for not more than three years so that efficiency may be guaranteed."

The convention adopted the following:—

"*Whereas,* there is widespread apprehension among teachers regarding tenure of office,

"*Resolved,* that this organization, through its affiliation with labor, use every effort to secure laws granting tenure of office along the following lines:—

"(a) After a reasonable probation period, permanent tenure during efficiency.

"(b) All dismissals both during and after probation to be for causes definitely embodied in the educational law, such as gross insubordination, inefficiency, conduct unbecoming a teacher, etc.

"(c) After a period of probation, dismissal for any cause (including inefficiency) to be only by a trial board of seven, chosen as follows: three by the school board, three by the teachers, the six to elect a seventh, who is not to be either a member of the school board or of the teaching force. At all hearings teachers shall be represented by counsel. Appeal from the decision of the trial board may be made to the civil courts whose decision shall be final."

MORE WORK FOR TEACHERS' ASSOCIATIONS

There is always more work for teachers' associations to take up, for if an activity has been suspended there is generally a reason for picking it up and going on with it again. Most of our associations have been quite active in pointing out the conditions under which teachers are working, the shortage of the teacher supply, and its effect on the salary question. Most of this has been done upon a local basis, and where so-called increases have been granted the work in many cases has ceased. This should not be, for the questions of the teacher shortage, the adequate support of the schools, and the future of education are national and not local. Every possible agency should be used to keep the grim fact constantly before the public that the whole educational system is in the gravest danger.

At the various conferences which have recently been held throughout the country to consider these matters, while differing views have been presented, there has been a general agreement that the seriousness of the situation cannot be over-estimated, it is growing worse, and the remedy consists in the public awakening to the value of education.

It seems a contradiction of terms that in this country, which leads all others in the number and wealth of its institutions of learning, where we have prided ourselves upon the excellence of the educational opportunities, we are as yet ignorant of the value of public education, and that—unless a radical change is made in the very near future—we shall prove that we do not value it. It is not generally recognized in any pointed way that the conduct of business and the safety of homes and the value of property is dependent upon public education.

All this cannot be done by our local associations, but we can all do our part. There is plenty of material coming almost daily which can be presented in the local papers. A recent conference which was attended by not over fifty people received more space and attention from the great metropolitan dailies than has sometimes been accorded to educational meetings attended by thousands. Just what each association can do will depend upon the environment in which it is placed. Perhaps it will be hardest for those associations located in towns that do not possess a daily paper and that are served either by a weekly or by a column in a nearby city daily; but there is a way for this problem to be worked out if it is only seriously studied. No association, whether large or small, can afford to neglect it for a single week.

At the convention of the American Federation of Teachers it was moved that the meeting go on record for a $2,000 minimum for teachers. Some one said, "But is an ordinary teacher worth $2,000?" A speaker replied, "I have two boys who must be trained. They are worth a $2,000 teacher."

THE BOSTON UNIVERSITY CONFERENCE ON TEACHER SHORTAGE

We are getting courage to look the matter in the face. For a time we have diverted our attention from the main fact by pointing out exaggerations contained in articles on the teacher shortage. We have consoled ourselves by pretending that the shortage was only temporary, would soon right itself, etc. Officials have pointed out that some closing of schools was due to consolidation and was therefore really progress. But now we are beginning to look the matter in the face.

Boston University School of Education recently organized and conducted a conference on the subject lasting two days. The intention evidently was to throw light in every quarter and to secure counsel from every possible source. Testimony was taken from five hundred teachers in service, from a group of men who had left teaching, and from the publicity expert of a great corporation.

The task of setting forth the present conditions was given to Dr. Philander P. Claxton, United States Commissioner, and as usual he had plenty of up-to-date statistics. These, set forth in his dynamic manner and continually contrasted with the conditions that should exist, make a dark picture. Here are a few of the facts: 500,000 children without the right kind of teachers; 141,000 schools taught by untrained or poorly trained teachers; 20,000 schools closed; out of 36,000 students who finished some preparation for teaching last year 6,000 did not seek positions or accept them.

The statements of the teachers and ex-teachers were interesting. Those who expected to hear only a wail concerning salaries soon had other things to ponder. The teachers evidently considered the tragedy of their salaries to be well known, and went on to speak of social injustice, arbitrary treatment by authorities, the crushing load of outside work and interests dumped upon the teachers and the school system, the plethora of uninspiring supervision, the weight of the system on the individual, preventing development either in or out of teaching; these are some of the things which teachers in service and those who have left it reported.

Two of the eight speakers on the part of the program devoted to looking ahead and remedying conditions, one a professor in Middlebury College, Vt., the other, principal of a normal school in Keene, N.H., could point to actual accomplishment. These two, Professor MacFarland and Principal Mason, had encountered a difficulty and without waiting for light from university or metropolis had each in his own way, by doing the simple, obvious things, made a fair degree of progress toward solving the problem locally. At Middlebury, the worthiness of the teacher's work is presented in the freshman year and the courses that look toward teaching extend over the entire four years. This con-

tinued emphasis results in a well-founded enthusiasm for teaching that is not equaled in many places.

Mr. Mason, at the normal school, Keene, N.H., saw that high-school teachers in his locality, being college trained and lacking intimate acquaintance, turned more pupils away from the normal school than toward it. He proceeded to address the high-school students directly by circulars and in other ways, just as a business house looks for customers. As a result, he has not only kept up his enrolment but has increased it.

Mr. Willard Smith, of Philadelphia, speaking as a publicity expert, thought that most of the publicity given the school situation so far had been conducted on wrong lines and had driven away more teachers than it had attracted. Salary increases were imperative, but that alone would in no wise solve the problem. The great work was with the public, to create a renewed sense of the value of education. A nation-wide campaign should be set in motion, extending into every community, to show that the operation of business, the safety of every home, the very existence of our Republic is dependent upon education. This done, the teacher problem would solve itself.

All speakers agreed that the seriousness of the situation could hardly be exaggerated and that we had not even plans formulated for coping with it. The encouraging signs so far were only local and perhaps temporary.

It was an inspiring meeting. Held in the midst of the worst blizzard for a quarter century, the attendance was not large but all the factors were represented. United States commissioner, University president and grade teacher, the venerable president emeritus of Harvard and normal school students, workers from the White Mountains and the islands of the Maine coast, as well as the superintendents of the great cities. It was the most honest attempt to look our trouble in the face that has yet come to notice. Two things stand out clearly, that teachers suffer as much from shabby treatment as from meager salaries, and that the American public must learn anew the value of education.

A TEACHER LEGISLATOR

A teacher in the public schools serving as a member of the Massachusetts Legislature is a sight that is altogether too rare. Mr. Vernon W. Evans, a sub-master in Swampscott High School, has that honor.

Mr. Evans, a graduate of B. U., upon his return from overseas duty was for a time a teacher in the Saugus High School. He is a trustee of the Public Library and a member of the Young Men's Club. He was, very properly, assigned to the Committee on Education, serving as clerk. Many teachers will be interested in the progress of the bill presented by him which provides for the reduction of teachers' agency fees from five per cent to three per cent. We shall all follow his career with interest and our best wishes.

HIGHLAND PARK TEACHERS' COUNCIL

The teachers of Highland Park, Mich., have formed an organization to be known as the Highland Park Teachers' Council. The group is composed of representatives elected by, and from, the teaching staff, exclusive of administrative officers, in the ratio of one representative for each group of twenty teachers or one fourth fraction. Each school has one representative, and special teachers, librarians, and nurses are considered members of the electorate of the school to which they are assigned.

The council is composed of two groups, one of which holds office one semester only, and the second for one year. Thereafter, new members are elected during the first week of each semester and hold office for one year, until their successors are elected.

Heads of departments are not considered representatives of the council.

The council elects by ballot a chairman, vice-chairman, and a secretary who serve for one year, and whose duties are those usual in such offices.

Regular meetings are held on the first and third Thursdays of each month. A two-thirds majority constitutes a quorum, whose action on any question before the council is valid.

The council has for its aim the discussion and the introduction of recommendations concerning any problems affecting the welfare of the schools and the teaching staff.

The council receives and considers topics affecting the welfare of the schools. These topics may be presented, first, by the superintendent, or second, in the form of a signed statement by a member of the council. The council appoints committees from the electorate to assist in the work of that body and one member serves as *ex-officio* chairman of any such committee.

The council is free to discuss and to vote upon all questions under consideration, but final decisions are left to the superintendent, *ex-officio* member of the council, whose presence at the meeting is optional. When necessary, the council may call a joint meeting of the entire electorate for purposes of discussion and advice, but the council may take advice on such questions.

The final vote on all matters preparatory to making recommendations to the administration shall be by roll call, and the names of those voting for and against shall be entered on the records. In all cases the vote shall be by acclamation or otherwise, as the chairman may direct.

Council procedures are carefully recorded. One copy of the record is kept on file and one presented to the superintendent. Publications of recommendations of the council and final decisions of the superintendent are made to the teaching staff through the most desirable channels.

Number of children per teacher in the public schools of 42 cities of 100,000 population and over, 1917-18

Cities	Number of teachers	Enrolment of pupils, 1917-18	Average number pupils per teacher
Birmingham, Ala.	722	30,946	43
Los Angeles, Calif.	3,254	90,689	28
San Francisco, Calif.	1,539	61,244	40
Denver, Colo.	1,093	41,473	38
Bridgeport, Conn.	593	22,881	39
New Haven, Conn.	805	29,611	37
Washington, D.C.	1,855	61,536	33
Atlanta, Ga.	744	26,605	36
Chicago, Ill.	7,896	368,225	47
Louisville, Ky.	857	32,398	38
New Orleans, La.	1,301	47,791	37
Baltimore, Md.	2,414	81,631	34
Boston, Mass.	3,234	132,848	41
Cambridge, Mass.	502	15,359	31
Fall River, Mass.	585	17,055	29
Lowell, Mass.	359	13,395	37
Worcester, Mass.	835	27,638	33
Detroit, Mich.	2,864	117,812	41
Grand Rapids, Mich.	744	19,572	26
Minneapolis, Minn.	1,635	58,433	36
St. Paul, Minn.	981	30,979	32
Kansas City, Mo.	1,401	49,770	36
St. Louis, Mo.	2,414	105,614	44
Omaha, Nebr.	965	30,506	32
Jersey City, N.J.	974	42,454	44
Newark, N.J.	1,943	75,222	39
Albany, N.Y.	416	12,878	31
Buffalo, N.Y.	2,266	68,631	30
New York, N.Y.	24,359	909,445	37
Rochester, N.Y.	1,398	36,993	26
Syracuse, N.Y.	637	23,809	37
Cincinnati, Ohio	1,638	53,716	33
Cleveland, Ohio	4,152	112,319	27
Columbus, Ohio	1,000	31,093	31
Portland, Oreg.	1,105	40,237	36
Philadelphia, Pa.	6,207	262,691	42
Pittsburgh, Pa.	2,374	89,830	38

LEGAL HOLIDAYS

The following communication of course relates strictly to Boston teachers and was written without reference to any of our workers elsewhere. Nevertheless, the presentation is so clear, as in fact everything written by Miss Bigelow is, that many of our members will find the points discussed to be of some interest and worth while to save for future reference.

Petition Concerning Leaves of Absence

Boston, Mass.,
Feb. 14, 1920.

To the Boston School Committee:—

The Boston Women Teachers' Union, Local 88, earnestly petitions your honorable board to reconsider its very recent decision which includes Saturday and Sunday in the five days granted for leave of absence for death in the immediate family of a teacher. We understand the new interpretation was put upon the old rules without amending or suspending them.

Hundreds of teachers can testify to the fact that it has been the custom for many years to grant leave of absence for five *school* days when death occurs in the immediate family of a teacher. Saturday and Sunday have never before been included.

The following arguments in favor of reconsideration are herewith submitted.

Section 152, Paragraph 1, of the Rules and Regulations disposes of every calendar day in the year *except regular school days.* This leaves only *school days* for further consideration in the Rules.

Section 154, Paragraph 1, says that teachers *are entitled* to the holidays, etc., mentioned in Section 152.

(Worcester's Dictionary defines "holiday" as "a day of festivity, rest, or sport." Therefore Saturday is a school holiday and Sunday is a legal day of rest.)

By their own act (Section 152) the School Committee makes it impossible for a teacher to be present in school on Saturday or Sunday. The schools are locked and teachers are forbidden to possess keys. Therefore, if the School Committee will not allow a teacher to be present, or be marked present, on Saturday or Sunday, the opposite must be equally true, namely that she cannot be absent or be marked absent on these days. How then can the School Committee grant a further leave of absence on days when teachers are not allowed to be either present or absent, and days when Section 154 states that teachers are entitled to those days?

The United States Government, together with all other Christian governments, gives Sunday to all citizens. How, then, can a local school committee grant a leave of absence to a teacher on Sunday, when no one but the Government can control that day?

While school authorities have no control over Sunday, they have absolute power to hold school sessions on Saturday if that seems best for the welfare of the children. But after

stating definitely in Sections 152 and 154 that "sessions of the day schools shall be suspended on Saturday and Sunday" and that teachers are entitled to those days, they automatically and logically cut themselves off from further business negotiations with teachers on those days. In order to negotiate with teachers on Saturday, the rule suspending sessions on that day, and the rule saying that teachers "are entitled" to that day must first be amended or suspended. Conflicting interpretations of the same rules cannot operate.

Section 324 of the Rules and Regulations states that no deduction shall be made from salaries of teachers who may be granted leave of absence for five days for death in the immediate family.

Since Section 152 eliminates all but regular school days, the five days referred to in Section 324 must of necessity be five school days.

When the School Committee grants five days leave of absence for illness or travel, it automatically grants five school days. Saturdays and Sundays are *not* included because by Sections 152 and 154 the teachers are entitled to them anyway.

Then what is the logical explanation of including Saturday and Sunday in the five days leave of absence granted by the School Committee for death in the immediate family of a teacher?

The argument that a teacher can recuperate on Saturday and Sunday as well as on school days is offset by the fact that a teacher can also be ill or can travel on Saturday and Sunday.

Logically, Saturday and Sunday cannot be left out of the reckoning when deductions are made from salaries and counted in when no deductions are made. Undoubtedly this was not the motive of the School Committee in their new interpretation of the rules, but it operates that way.

The Boston Women Teachers' Union, Local 88, presents these arguments and earnestly seeks a return to the old interpretation.

Respectfully submitted,

CORA BIGELOW.

THE FISK TEACHERS' AGENCIES

2A PARK STREET, BOSTON, MASS.

NEW YORK, 225 Fifth Ave.
SYRACUSE, N.Y., 402 Dillaye Bldg.
PITTSBURGH, PA., 549 Union Arcade
BIRMINGHAM, ALA., 809 Title Bldg.
MEMPHIS, TENN., 2360 Overton Pk Cir
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MAXIMUM SALARIES, MARCH 1, 1920

	CITIES AND TOWNS	Increase contemplated or requested	ELEMENTARY SCHOOL Elementary Teachers	Primary Principal	Grammar Principal	Jr. H. S. Teachers
1.	Boston	see footnote[1]	$1752	....	$3660	$1752
2.	Worcester	...	1600	$3500	3500	....
3.	Fall River	...	1500	1900	2860	....
4.	New Bedford	...	1350	1750	3000	....
5.	Cambridge	...	1596	2000	3220	....
6.	Lowell	...	1480	1530	2820	....
7.	Springfield	$150	1350	2625	....	1650
8.	Lynn	...	1200	1250	2400	1250
9.	Lawrence	...	1600	1880	2520	....
10.	Somerville	...	1500	1650	2800	2200
11.	Brockton	...	1440	....	....	1550
12.	Holyoke	...	1350	1650	2700	1450
13.	Haverhill	100	1300	....	2200	1350
14.	Malden	...	1300	....	2600	1300
15.	Chelsea	...	1400	1800	....	1500
16.	Newton	...	1650	....	3550	....
18.	Fitchburg	...	1650	....	....	....
20.	Everett	...	1250	1450	2690	....
21.	Salem	...	1300	1450	2500	....
22.	Taunton	...	1300	1500	2500	....
23.	Brookline	...	1900	1950	3500	2000
24.	Medford	...	1400	1400	....	1500
25.	Waltham	...	1350	....	2700	1450
26.	Chicopee	...	1300	1500	1550	1450
27.	Revere	...	1260	1620	2375	1350
28.	Gloucester	...	1050	1175	2000	....
29.	Beverly	...	1250	....	1800	....
30.	North Adams	...	1250	....	1500	1350
31.	Northampton	...	1250	....	2600	....
32.	Peabody	...	1120	1500	2000	....
33.	Attleboro	200	1100	....	1950	1150
34.	Westfield	300	1100	1970	1975	....
35.	Leominster	...	1008	1150	1250	1100
36.	Melrose	400	1300	1400	2100	....
37.	Watertown	500	950	....	2000	....
38.	Woburn	...	1200	1400	2150	....
39.	Gardner	...	1300	....	1500	....
40.	Framingham	...	1000	1120	1900	....
41.	Newburyport	100	1000	1050	1900	....
42.	Marlboro	25%	1000	....	1650	1158
43.	Arlington	...	1350	....	2000	1400
44.	Southbridge	...	1300	1350	1550	....
45.	Methuen	...	1250	....	....	1300
46.	Weymouth	...	1200	1050	2000	....
47.	Milford	....	1000	1115	1900	....
48.	Adams	200	1000	1200	1500	1025
49.	Clinton	....	1100	....	....	1150
50.	Plymouth	150	1050	1400	1540	1100
51.	Wakefield	...	1300	....	....	....
52.	Winthrop	20% to 40%	....	....	....	....
53.	Greenfield	200	1200	....	....	1300
54.	Webster	...	1250	1475	....	....
55.	West Springfield	300	1064	....	2000	1102
56.	Danvers	...	1200	1250	1500	1400
57.	Natick	300	900	1500	1500	....
58.	Dedham	100	1300	....	2200	1400
59.	Norwood	...	1500	1500	2150	1500
60.	Saugus	...	1300	1300	1300	1400
61.	Winchester	200	1200	1250	1300	1250
62.	Easthampton	...	1050	1050	1650	....
63.	North Attleboro	...	1050	1150	1175	1050
64.	Palmer	...	1200	....	1350	....
65.	Athol	...	1200	....	2100	....

[1]To be placed as high as any in the country.

MAXIMUM SALARIES, MARCH 1, 1920

Jr. H. S. Principal	HIGH SCHOOL HEADS OF DEPARTMENTS Women	Men	Women	Men	Principal
$3660	$2316	$3060	$2484	$3492	$4500
....	2500	3250	....	....	4500
....	....	....	1900	2740	4300
....	1750	2385	....	2750	4375
....	1824	2376	2220	2772	4120
....	....	2270	1780	2370	3300
3650	1800	2300	2800	3100	4100
2400	1500	2100	1500	2100	3200
....	....	....	2395	2900	4900
2800	1750	2600	1950	2700	4100
2750	1800	2400	1920	2640	4080
2700	1650	2050	1850	2600	3600
1800	1550	1900	....	2450	3300
....	1500	2100	1700	2400	3500
3000	1600	2000	....	2000	3300
....	1875	2500	2850	3650	4500
....	1850	2450	1900	2750	3900
....	1750	2190	1940	2815	3600
....	1600	1800	1900	2400	3500
....	....	....	1800	2300	3500
....	3100	3100	3500	3500	4500
....	1600	2200	....	....	3500
2700	1550	2250	1700	2400	3000
1750	1600	2000	1800	2300	3300
2562.50	1620	2015	....	....	3360
....	1225	1500	1600	1850	2600
....	1450	2150	1650	2350	3050
2250	1500	1850	1850	2150	3150
....	1400	2000	....	....	3000
....	....	....	1400	1700	3000
2250	1300	1600	1600	1800	2700
....	1400	2000	....	2100	2800
1350	1300	1900	....	....	2500
....	1600	2000	1900	2100	3000
....	1200	1650	....	1800	3000
....	1400	2100	....	....	3000
....	1500	2100	....	....	2700
....	1200	1900	1350	1900	2700
....	1100	1600	1200	....	2300
....	1300	1700	....	....	2300
2500	1600	1800	1800	2300	3200
....	1500	....	....	....	2200
....	1500	....	1500	....	2500
....	1400	1700	....	....	2500
1900	1100	....	1300	1500	2300
....	1200	....	....	....	2100
....	1400	1425	....	....	2275
1600	1100	1600	1400	1780	2300
....	1450	....	1550	2200	3200
....	....	....	....	....	....
....	1500	2000	....	....	3000
....	1400	....	....	1900	2900
....	1308	1800	....	....	2600
1700	1600	1800	1700	1900	2500
....	1100	1700	1100	1700	2000
....	1600	....	1700	2300	2600
2150	1650	1650	....	....	2450
1400	1500	1500	1600	1600	2100
....	1400	....	1400	....	....
....	1250	1500	....	....	2500
1500	1175	1700	1500	....	2200
....	....	....	1800	1800	2400
....	....	....	1400	1900	2800

MAXIMUM SALARIES, MARCH 1, 1920

	CITIES AND TOWNS	Increase contemplated or requested	ELEMENTARY SCHOOL Elementary Teachers	Primary Principal	Grammar Principal	Jr. H. S. Teachers
66.	Bridgewater	...	$1100	$1300	....	$1200
67.	Ware	...	1050	....	$1450	1200
68.	Braintree	150	1075	1200	1875	....
69.	Northbridge	...	1140	1197	....	1140
70.	Middleboro	...	1000	1110	1600	1100
71.	Milton	...	1350	1500	1950	....
72.	Amesbury	...	1080	....	1215	1107
73.	Belmont	200	1300	....	2050	1325
74.	Andover	200	1100	1200	1200	1150
75.	Montague	...	1100	1125	1125	....
76.	Marblehead	...	1280	1500	....	1320
77.	Whitman	...	1200	1275	2000	....
78.	Stoneham	1001	1150	1175	1500	....
79.	Swampscott	400	950	....	....	1050
80.	Rockland	200	1200	1300	1600	....
81.	Stoughton	...	1100	....	1300	....
82.	Reading	...	1150	1250	1800	1250
83.	Maynard	50	950	1100	....	950
84.	Hudson	...	1000	1100	....	....
85.	Concord	...	1250	....	1900	....
88.	Franklin	...	1000	1050	....	1050
89.	Wellesley	...	1400	....	....	1400
91.	Ipswich	...	850	950	1050	950
92.	Ludlow	50	1200	1300	1350	1200
93.	Grafton	...	1050	970	1100	....
94.	Spencer	....	850	875	....	875
95.	Westboro	...	1000	1050	1050	....
97.	Winchendon	200	925	975	1025	950
98.	Mansfield	...	1025	1100	1500	1100
100.	Abington	...	1200	....	1900	....
101.	Canton	...	1200	....	1520	....
102.	Amherst	200	1000	1100	1100	1100
103.	Lexington	...	1250	....	1750	....
104.	Walpole	300	1100	....	1300	1100
106.	Dartmouth	...	750	....	1200	....
107.	Millbury	...	950	1150	1150	950
109.	Hingham	...	1250	1250	....	1250
110.	Chelmsford	...	850	800	950	....
111.	South Hadley	...	1200	1400	1400	....
112.	Wareham	...	1100	1200	....	....
113.	Easton	...	1000	....	1200	1150
114.	Monson & Brimfield	...	950	1000	1000	1000
116.	Uxbridge	...	900	....	1000	....
120.	Lee	...	950	....	1000	....
121	Rockport	...	900	....	....	1000
122.	Warren	...	1050	....	....	1400
125.	Dracut	...	1000	1050	1200	....
126.	Williamstown	...	1000	1050	1050	....
128.	Dalton	...	1050	....	1150	....
129.	Foxboro	...	950	....	1000	....
141.	Manchester	...	1200	....	....	....
191	Stockbridge	...	1100	1100	1250	....

[1] High School women

MAXIMUM SALARIES, MARCH 1, 1920

Jr. H. S. Principal	HIGH SCHOOL		HEADS OF DEPARTMENTS		
	Women	Men	Women	Men	Principal
$1600	$1300	$1500	....	....	$2200
....	1200	1500	....	....	2200
....	1250	1600	1450	....	2400
....	....	....	....	....	2200
....	....	....	1400	2000	2900
....	1500	2100	....	....	2900
1417.50	1215	1680	1350	1920	2520
2325	1650	2150	....	....	2800
1350	1400	1800	1300	1800	2850
....	1200	1500	....	....	2450
1800	1500	2000	1500	....	2500
....	1350	1700	1450	....	....
....	1300	1900	....	....	2500
....	1250	....	....	....	2600
....	1300	1800	....	....	2200
....	....	....	1200	1200	2100
....	1600	1600	1600	2880	3600
....	1000	....	....	1650	1800
....	1200	1500	1400	1500	2200
....	1400	2000	....	2000	2200
1250	1450	1550	....	....	2200
2700	1800	1800	1800	1800	2800
1250	1000	1700	1450	1700	2150
....	1400	1800	....	....	1700
....	1300	1200	....	....	2200
875	850	....	....	....	1300
....	1300	....	....	....	1250
....	....	....	1350	1400	2100
2000	1400	1500	1500	1600	2350
....	1300	1500	....	....	2400
....	1400	....	....	....	2200
2000	1200	2000	1200	2000	2500
....	1500	....	1625	....	2700
1400	1300	1600	....	....	2400
....	850	....	....	....	1400
....	1100	....	....	....	2000
2000	1500	2300	....	....	2500
....	1100	1300	....	....	2000
....	1400	....	1500	....	2300
....	1400	....	....	....	2400
1100	1500	1400	....	....	2000
1000	1000	....	....	....	2000
....	1200	....	....	....	1900
....	....	1200	1200	....	1850
....	1050	....	....	....	1750
....	1150	1200	....	....	2000
....	....	....	....	....	....
....	1500	1800	....	....	3000
....	1300	1750	....	....	2200
....	....	....	1200	....	1800
....	....	....	1500	....	....
....	....	....	1250	1250	1800

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It is teaching well that justifies greater salary increases.

Schools are maintained for the children. Teachers' salaries should be determined chiefly by the best interests of the children.

All things wait for those who go after them.

We must educate or we must perish.